



WADDINGTON
REDWOOD
A PRIORY ACADEMY

Music Curriculum Statement

Intent

Here at Waddington Redwood Primary Academy, we aim to instil a love of music in all of our children. We aim to provide a music curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum (2021) Programmes of Study and the Statutory Framework for EYFS (2021). Music is a universal language that embodies one of the highest forms of creativity.

Our music curriculum is carefully designed to support our four key drivers these drivers are woven throughout to ensure that music education supports the development of the whole child.

Our curriculum is underpinned by the following four key drivers:

Communication: Music is a powerful form of expression and plays a vital role in developing pupils' communication skills. Through singing, performing, composing and listening, children learn to express their ideas, emotions and creativity in both verbal and non-verbal ways. Opportunities to perform in assemblies and seasonal productions such as Harvest, Christmas, Easter and end-of-year shows enable pupils to communicate confidently with an audience. The use of subject-specific vocabulary (such as pitch, tempo, dynamics and structure) further supports pupils in articulating their understanding and evaluating music effectively.

Curiosity: Our music curriculum is designed to inspire curiosity and a love of learning. Through exposure to a wide range of musical styles, genres, composers and cultural traditions, pupils are encouraged to ask questions, explore sounds and experiment with their own musical ideas. The interleaving approach ensures that concepts are revisited and deepened over time, allowing children to make connections and develop a deeper understanding of how music is created, produced and communicated. Opportunities to compose and use technology further foster creativity and inquisitive thinking.

Citizenship: Music provides a meaningful context for children to develop a sense of belonging and appreciation of diversity. Through learning about music from different cultures, historical periods and traditions, pupils develop respect and understanding of the world around them. Collaborative activities such as group performances, ensemble playing and shared compositions teach children to work together,



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listen to others and contribute positively to a group. Performing within the school community also fosters a sense of pride, responsibility and contribution.

Contentment: Engagement with music contributes significantly to pupils' wellbeing and sense of contentment. Through creative expression, children build confidence, resilience and a sense of achievement. The structured progression of skills ensures that all pupils experience success, whether through singing, playing instruments such as the recorder, or composing their own music. Opportunities to perform and celebrate their learning help to nurture enjoyment and a lasting passion for music, supporting positive mental health and emotional fulfilment.

Implementation

Music is taught in half termly blocks using an interleaving approach to learning so that key musical concepts are repeatedly taught throughout EYFS, KS1 and KS2. Our curriculum is taught over a two-year cycle (Year A and Year B) and within phases (EYFS, Years 1/2, Years 3/4 and Years 5/6).

Musical skills, knowledge and subject specific vocabulary have been mapped to ensure progression across the curriculum and short term plans include reference to previous learning to ensure that key links are made and staff are clear on what has been taught previously.

Planning is informed by, and aligned with, the National Curriculum and EYFS Framework and in addition to this, staff have access to Get Set 4 Music plans and resources. We also work with the Lincolnshire Music Service (LMS) who provide curriculum lessons for our Early Years and Key Stage One pupils. Alongside this, planned opportunities for pupils to perform as individuals and groups are mapped out throughout the academic year. These performances include Harvest, Christmas, Easter and end of year performances created by the pupils and staff together.

Children are assessed termly using diagnostic, formative and summative assessments to ensure that children are progressing and support children in moving further developing their knowledge and skills.

By the end of Year 6, children will have been taught to sing and play musically with confidence and control. Along with an understanding of composition and appreciation.



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Impact

By the time the children at Waddington Redwood Primary Academy leave our school they should have developed:

- A secure knowledge and understanding of how music is created, produced and communicated.
- The ability to evaluate and appreciate different musical pieces and styles using appropriate musical vocabulary (pitch, duration, dynamics, tempo, timbre, texture, structure).
- An understanding of musical composition, organising and manipulating their ideas within different musical structures.
- The ability to play a tuned musical instrument (the recorder), sing using their voices expressively and to be able to play percussive instruments as well.
- A knowledge of a range of composers and styles of music both modern and historical.
- A passion for music and an enthusiastic engagement in learning, which develops their sense of curiosity, creativity and confidence.
- The ability to use appropriate musical notations (e.g. graphic scores and traditional notation) as well as being able to reproduce sounds using aural memory).
- A passion for performance along with a detailed understanding of how performances are put together.
- A desire to embrace challenging activities, including opportunities to use technology when creating their own music.



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